



Issue 41 2001



# Games & Activities

*With Child Care Connections*  
*~ A newsletter within a newsletter*

## The Seven Irreducible Needs of Children

1. Ongoing nurturing relationships  
*"Forever" people are safe harbors;  
Love is "for keeps".*
2. Physical protection, safety, and regulation  
*Shield my way in all ways.*
3. Experiences tailored to individual differences  
*I am the only "me" and you make that count.*
4. Developmentally appropriate experiences  
*I change and you are ready.  
You say, "No hurry, when you are ready."*
5. Limit setting, structure, and expectations  
*Your good rules make sense and put me in control.*
6. Stable, supportive communities and cultural continuity  
*"Together" feels good;  
I belong because I understand who I am.*
7. A protected future  
*I will enjoy growing up and I will have help.*

From The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn, and Flourish, by T. Berry Brazelton and Stanley I. Greenspan.

Child's clarifications by Lita Kate Haddal.

The Wisconsin Child Care Information Center  
is a project sponsored by the Office of Child Care,  
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The little boy ignored his mom when she returned after the day away. He kept at his block play and didn't even make eye contact when she said, "Hi, guy!"

Waiting a bit, she asked, "Got a hug?"

"Nope," he responded seriously.



She sat down beside him to wait for him to warm up to her again, work through his mood, punish her for having "abandoned" him. She knew he had had scads of fun while she was gone. She could see the remnants of it all around the toy strewn play area. She had heard his voice chattering with friends before she came into the room. Now he deliberately shunned her.

"All out," he added.

Mom narrowed her eyes and regarded him closely. Then she pounced on him, nibbling his neck, and saying, "All out of hugs, are you? Good thing I have an extra one! I can give it to you!" The boy's face held a satisfied smile. Still not looking at his mom, he leaned into her hug, while continuing with his construction, somewhat aimlessly now.

Mom let her arms drop to her sides and said, "Phew. That was a load off. That hug was getting heavy to carry around! Good thing you're strong!" The boy turned to look at her, studying the real intent of her words, captivated by the direction of the conversation.

"Now I'm all out, and you have to carry it!", Mom said, looking slyly at her son.

Suddenly, the little boy leapt into the light-hearted game, flinging his arms around his mother and saying, "Ha, I give it back to you! Now you have to carry it!"

Mom feigned carrying a heavy load, "Oh, it's too heavy. I need help. Help, help."

"Okay," said her son. "I'll take it back."

He gave her another hug. This time they made it a long one.

**June 2001 Audiovisual Resources  
catalog of videotapes to borrow  
from CCIC.**

**Call  
1-800-362-7353  
to order your copy.**

# Irreducible

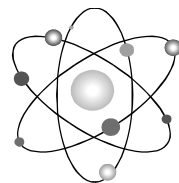
What happened during this exchange? The child's feelings were allowed to remain his and valid, but the adult took the lead in

changing the tone from sour to sunny. The child was enticed away

from a negative power struggle to an adventure in playful, generous behavior. Everybody won because humor was used as the communication tool. A child who has numerous positive exchanges throughout the day that assist him in pulling himself through emotional moments, establish a sense of control, and practice coping behaviors becomes resilient and emotionally sturdy. This child had his irreducible needs met.

In this time of cookbook models for how to produce a better child, Dr. T. Berry Brazelton and Dr. Stanley Greenspan have written a book outlining what children need in order to thrive. They have called it "The Irreducible Needs of Children". The word "irreducible" is a powerful adjective. In cooking, one is sometimes instructed to "reduce" the liquid. Then we cook and stir it until the mixture has steamed itself away, leaving a thicker, stronger-flavored base. This substance can no longer be boiled down to a thicker form without being spoiled or completely changed in consistency. It is irreducible.

Albert Einstein said, "Everything should be made as simple as possible, but not simpler." In working with fractions, we try to simplify them by "reducing" them to the lowest common denominator. There is no way to further divide the number without it becoming a different number! It is irreducible.



So that children do not become less than who they should and can be, we need to embrace their needs as core ingredients in the recipe for their happiness and the equation for their success. They are irreducible.

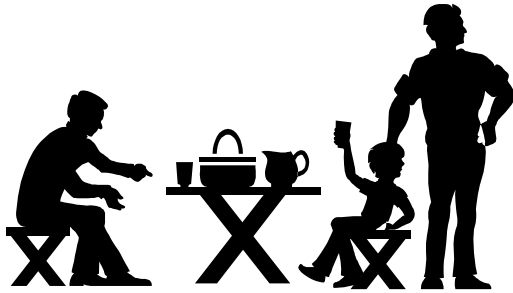
-Lita Kate Haddal, editor

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# News & Views

## Suppertime



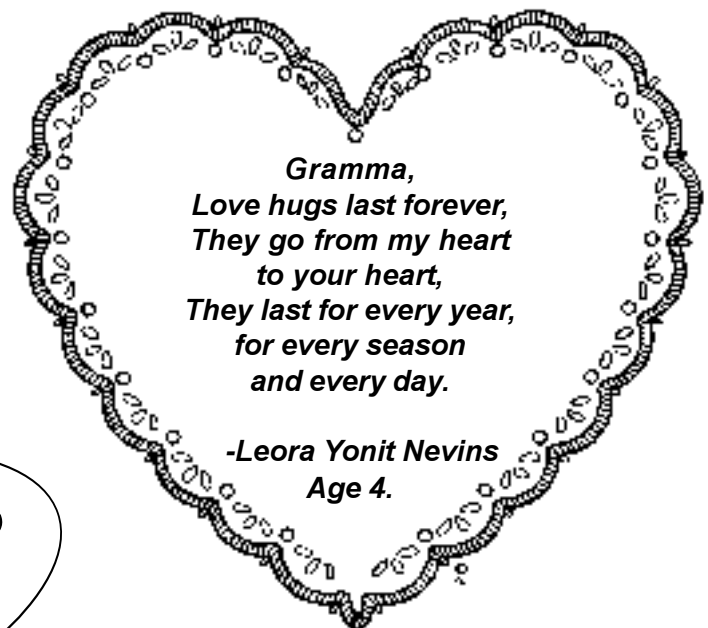
Family and Community Town Suppers (FACTS) are an innovative way to promote family involvement, to bridge our society's too-frequent separations of race and class, and to provide a fresh, new avenue for involvement in key community issues.

The Wisconsin Clearinghouse for Prevention Resources, with the sponsorship of Parents Plus, is providing training on how to develop and host a FACTS event.

Could this be something for child care centers to sponsor? For more information contact Parents Plus at 1-877-384-1769.

## Love Hugs

Marianne Scheele lives several states away from her grandchildren. Her granddaughter, Leora, turned four in June. While on a visit, Marianne and Leora shared a hug, during which Leora spoke this wisdom. Marianne was so swept away by the poetry in her granddaughter's words that she wrote them down before she forgot them. These are the unembellished, original thoughts of a just-four-year-old, as shared with her beloved grandmother.



**CALL FOR QUOTES OR STORIES**

Do YOU have stories and "out of the mouths of babes" gems to share?

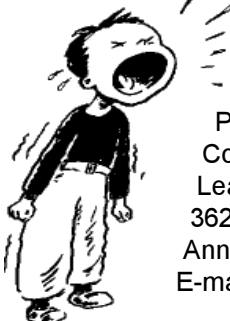
Here is an opportunity to share the wisdom and humor that we witness daily as we work with children. The second volume of **FROM THE MINDS OF THE WORLD'S CHILDREN**, a joint publication of OMEP (The World Organization for Early Childhood Education) and ACEI (The Association for Childhood Education International), is now being compiled. Please submit your quotes or stories with a statement that includes the child's age, that they are original and that you give the editors publication rights. You may submit many stories or quotes. E-mail is suggested.

Please share this with your colleagues.

Contact:

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## OMEP Toy Library in Haiti Needs Your Help

by Lenore Peachin Wineberg, President OMEP-USA  
University of Wisconsin-Oshkosh

How often have you seen a child in the United States with more toys than they need or have any more interest in?



You know that through toys young children can learn. I am asking you to contribute used toys for the Toy Library in Haiti. The Toy Library is sponsored by OMEP, a worldwide early childhood organization that is committed to helping young children who have little in their lives.

OMEP-USA and Canada have combined financial efforts for a Toy Library in Haiti. The toy library is located in a Catholic church in Haiti and serves 20

children from 2-6 years in the morning and twenty children in the afternoon.

On Saturday, 7 year old children attend the Toy Library.

I will be bringing these used toys to the Toy Library in Haiti in March, 2002. Used toys and picture books can be donated till January, 2002. Phone CCIC (1-800-362-7353) for information on a drop-off point near you.

In the poem Peace Begins With You, the first line says, "Some people think only about having peace for themselves." Do we have a responsibility to help young children and bring peace into their lives? Please help me to bring toys into the lives of young poor children. Maybe we can share the resources.



## NOTICE TO DAY CARE PROVIDERS

### ***Varicella (chickenpox) Vaccine Required in Schools and Day Care Centers!***

Effective June 1, 2001, the Wisconsin Student Immunization Law (HFS 144) will be changed to include varicella vaccine. It will be phased in as follows:

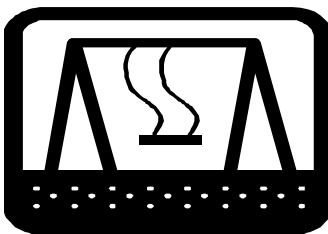
<u>School Year</u>	<u>School Grade</u>	<u>Day Care Center</u>
+2001-2002	K	2 yrs thru 4 yrs
2002-2003	K and 1	2 yrs thru 4 yrs
2003-2004	K, 1 and 2	2 yrs thru 4 yrs
2004-2005	K thru 8	2 yrs thru 4 yrs
2005-2006	K thru 12	2 yrs thru 4 yrs

To be compliant, the parent (or guardian) must provide to the school or day care center one of the following:

1. the date of vaccination (mm/dd/yy);
2. an indication that the child has a history of chickenpox; or
3. a waiver for health, religious or personal conviction reasons.

## **KID'S NEWS**

*From U. S. Consumer Product Safety Commission*



### **More Deaths on Home Playgrounds Than Public Playgrounds – August, 2001**

A new report shows that from 1990 to 2000, more deaths to children occurred on backyard playgrounds than on public playgrounds. The Consumer Product Safety Commission (CPSC) has reports of nearly 150 deaths to children under the age of 15 involving playground equipment; at least 90 of these occurred in a home setting. Almost three-fourths of the deaths in home locations resulted from hangings from ropes, cords, and homemade rope swings. New safety standards, aimed at reducing the risk of strangulation, require that ropes be secured at both ends and that makers of home equipment warn against attaching additional ropes.

Playground equipment is also a leading cause of injuries to children. In 1999, more than 200,000 playground-equipment injuries occurred, with almost 47,000 injuries on home playgrounds to children under age 15. The number of pre-school children (younger than age 5) injured on playground equipment was higher on home playgrounds than on playgrounds in general. Almost 40% of those injured at home were younger than 5 years, as compared with about 27% on other playgrounds.

The report further found that only 9% of home playgrounds had protective, shock-absorbing surfacing. Dirt and grass, which are the most common surfaces under home playground equipment, do not adequately protect children from serious head injuries.

To help prevent injuries from falls and other hazards on home playgrounds, CPSC recommends the following safety tips:

- ◆ Install and maintain at least 9 inches of wood chips, mulch, or shredded rubber for play equipment up to 7 feet high. If sand or pea gravel is used, install at least a 9-inch layer for play equipment up to 5 feet high. Or use surfacing mats made of safety-tested rubber or rubber-like materials.
- ◆ Install protective surfacing six feet in all directions from play equipment. For swings, the surface should extend, in back and front, twice the height of the suspending bar.
- ◆ Never attach ropes, jump ropes, clotheslines, or pet leashes to the equipment. This can present a serious strangulation hazard to children.
- ◆ Smooth sharp points or edges, and cover open "S" hooks or protruding bolts.
- ◆ Check for openings in guardrails or between ladder rungs. Spaces should be either less than 3-1/2 inches or more than 9 inches so that they do not present an entrapment hazard.
- ◆ Always supervise young children to make sure they are safe.

***For more information on playground safety, contact CPSC at (800) 638-2772 or visit their website: [www.cpsc.gov](http://www.cpsc.gov).***

# Articles & Items-To-Keep

## Planning Aids

1. **Activity calendar.** *Everyday TLC.* A collection of calendar pages for every month of the year on which to record your activity plans.
2. **Creating an “interesting” curriculum.** Kathy Faggella. *TLC Press*, September 2000. An excellent how-to-start article which explains what your program should be doing for a child and how to choose good activities.
3. **Curiosity: the fuel of development.** Bruce D. Perry, M.D. *Early Childhood Today*, March 2001. This expert on early brain development tells us that we must protect a child’s curiosity because that is the key to learning. Our activities must not stop a child from exploring and experimenting.



*We may misunderstand,  
But we do not  
misexperience.  
-Vine Deloria*

4. **Lesson planning primer.** Karen Stephens. *First Teacher*, September/October 1997. The author leads us through the questions we need to be asking as we plan lessons with children.
5. **Organizing messy areas.** Karen Stephens. *First Teacher*, July/August 1997. Creativity is messy! These tips will help save your energy when it is time to clean up.
6. **Cooking with kids.** JoAnn Lohlspears. *Texas Child Care*, Fall 2000. According to the author, organization is the key to successful cooking. This article helps you understand how cooking fits into many curriculum areas, such as math, reading, health, and even music and art. She shows what a rebus looks like when used to help very young children read a recipe, and shares several useful recipes for modeling dough, fruit pizza, and applesauce crisp.
7. **Planning the menu in the child care center.** Anne Bomba, Charlotte Oakley, & Kathy Knight. *Young Children*, September 1996. A good diet is the cornerstone for a healthy child’s mental and physical development. Well-planned menus can be opportunities to teach children about new and nutritious foods.
8. **The rules of the game.** Sherry Burrell. *First Teacher*, March/April 1998. Adults need to understand that children react to games in different ways at different ages. Young children like to make up their own rules, while older children are concerned with fair play.
9. **What did you do today?** Susan Entz. *First Teacher*, January/February 1999. A measure of a quality program is how well the staff communicates with parents. This article gives good ideas for a variety of ways to let parents know what their children are doing during the day.
10. **When a child won’t clean up.** Stacy York. *Early Childhood Today*, February 1997. A frequent problem after group time or free play is the clean-up necessary before moving on to the next activity. Here are some tips for how to help a child who is refusing to pitch in.

## Program Ideas



11. **Create a butterfly garden.** Margery Kranyik. *First Teacher*, May/June 1998. Basic plants to include in a garden and a number of activities, both in- and outdoors, revolving around butterflies.
12. **Diversity in centers.** Margery Kranyik. *First Teacher*, September/October 1998. Diversity is not a separate part of the curriculum, but should be mixed into everything we do. These examples of learning centers will help you think of new ways to think diversely in your own centers.
13. **Help children and families learn basic fire safety.** *Texas Child Care*, Spring 2001. In fires, small children frequently perish because they hide rather than run out of a burning building. Caregivers can make a difference by teaching children and families how to save themselves in case of a fire.
14. **Teaching math, thinking math.** Marilyn Burns. *Early Childhood Today*, January 1998. This article teaches the teacher how to ask questions that will prompt meaningful thought in children, which is information relevant for all curriculum areas, not only math.
15. **Your classroom moves outdoors: Set the stage for learning outside.** Joe Frost. *Scholastic Early Childhood Today*, April 1997. "Bring your curriculum to the playground and watch cognitive and social skills soar!" It is amazing how behavior problems disappear when enough time is spent outdoors. This article is full of tips for making it an easy process to turn curriculum "inside-out".

## Equipment, Materials & Props



16. **A mess of materials for messy art.** Gail Jones. *First Teacher*, July/August 1997. Recipes for homemade water colors, silly putty, sawdust dough, fingerpaint and more.
17. **Colors and tools.** *TLC Press*, November 13, 2000. A list of things to collect for an art area that will invite participation and exploration, such as cinnamon sticks, coffee filters, and feathers!
18. **Creating play crates for the outdoor classroom.** Hilary Ann Donato Odoy & Sarah Hanna Foster. *Young Children*, September 1997. Outside play is more than running, swinging and sliding. It is also movable parts and things to build with. Organizing these props by themes can help move inside activities outside by making it easy to transport materials from place to place.
19. **Just along for the ride.** Eric Strickland. *Early Childhood Today*, October 2000. Riding toys help children feel emotionally powerful. Planning how they can be used is important.
20. **Messing around with movement.** Margery Kranyik. *First Teacher*, July/August 1997. Directions for making props to enhance movement activities: masks, streamers, pom-poms, drums, shakers.
21. **"Mud-licious" learning.** Leanne Grace. *First Teacher*, July/August 1997. All children love mud. Why not explore it? Here are ideas to help you consider mud an art material! This article also gives a recipe for white mud to make and use inside.
22. **No-sew dress-up clothes.** *Accent on Style*, Summer 2001. Directions for making boa-trimmed dresses, ballerina tutus, velvet capes, buckskin, ponchos, and magicians' capes without needing to sew. The basic necessity is a glue-gun!
23. **Outdoor "clay" projects.** Kathy Faggella. *TLC Press*, June 26, 2000. Recipes for modeling clay and dough.
24. **Six homemade games and puzzles.** Tania Cowling. *First Teacher*, March/April 1998. Directions for using household articles and throwaway materials to create games that practice matching skills and one-to-one correspondence.





25. **Ten homemade learning tools.** Gail Jones. *First Teacher*, March/April 1999. Here are more ideas for equipment to make yourself, such as photo baggie books and a foot for tying practice.
26. **The jelly snapper solution.** Hilari Anne Hinnant. *Young Children*, September 1996. Make a handy first-aid kit, carried in a fanny pack, ready to travel on field trips and neighborhood walks or just out to the playground.
27. **The joy of pegboards.** Judith Nuss. *First Teacher*, January/February 1992. How do you use pegboards? This article tells you how and gives suggestions for a variety of learning games that practice hand-eye coordination in a way children enjoy.

## **Infant and Toddler**

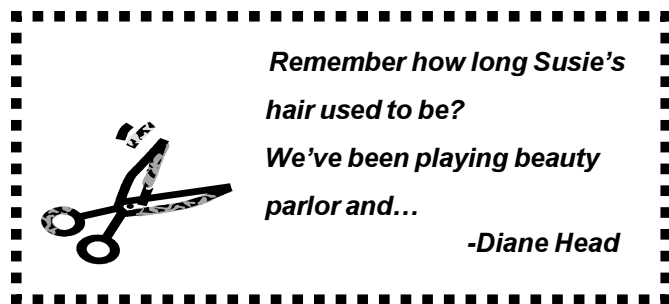


28. **Baby steps toward big games.** Jeannine Perez. *First Teacher*, March/April 1998. There are many parts of game playing that children need practice at before the game itself becomes the focus, such as waiting, sharing and listening. These ideas for baby games are appropriate for the very young, yet build their understanding of game etiquette for later use.
29. **Boxes, bottles, and more for babies body building.** Barbara Backer. *First Teacher*, May/June 1999. Here are ideas for homemade equipment to use during babies' "tummy time", the awake time when they lie on their stomachs and build up their arm and neck muscles. "Tummy time" is an important counter-balance to babies' on-the-back sleep position.
30. **Brain games for babies.** Jackie Silberg. *Texas Child Care*, Summer 2001. "Peekaboo" is a great way to build babies' brain power! Responding to children in positive ways, through rhymes and touch, repetition and facial expression, is crucial to nurturing a child. This article gives you ideas for more ways to bond with wee ones and explains how their brains use our interaction to thrive.
31. **Let's play: Learning games for infants and toddlers.** Phyllis Jack Moore. *Texas Child Care*, Summer 2000. As babies become toddlers, they want to take more control of their play. These homemade games help them discover important concepts, such as object permanence (opening and shutting things) and spatial relations (stacking and nesting toys), as well as build fine motor skills (picking up blocks).
32. **Make a gadget board.** *TLC Press*, February 26, 2001. Directions for making a "busy box" for babies designed with school-agers' help in mind. Simple directions with around-the-house materials.
33. **Simply irresistible: What fascinates your baby, and why.** Mary Arrigo. *Parenting*, May 2001. This article identifies six types of activities that all babies are attracted to, giving infant-toddler caregivers core caregiving information in an easy-to-read style.
34. **Touch It! Name it! Try it!** *Early Childhood Today*, October 2000. Eight ideas for games with infants and toddlers. How to create activity centers for infants and toddlers. Health reminders particular to this age group, such as room/floor temperature and ventilation.

## **Preschool**

35. **Color dominoes.** *First Teacher*, March/April 1998. How to make and adapt a common game.
36. **Explorations with the sand and water table.** *Texas Child Care*, Summer 2001. Add definition to this standard center equipment by playing games and adding props that encourage sensory exploration and offer conversation opportunities. 15 new game ideas are given.
37. **How do we know we're growing?** Samantha Berger & Rick Brown. *Scholastic Early Childhood Today*. A reproducible handout for children to make into their own book about how their bodies are changing and other signs that they are growing up.

38. **123/ABC: Letters and numbers around the classroom.** Jeannine Perez. *First Teacher*, January/February 1998. Here are ideas for helping children make the connection between real objects and the letters and numbers that symbolize them, a necessary concept for reading and writing.
39. **Make a merry mealtime!** Samantha Berger & Sarah Dillard. *Scholastic Early Childhood Today*, October 2000. A reproducible handout for children to make into their own books about eating together in a healthy, polite way.
40. **Make it a game.** Barbara Fischer. *First Teacher*, March/April 1998. Here are many simple suggestions for turning everyday activities into games that appeal to children's sense of fun and sharpen their thinking skills, such as using a "magic scarf" to cover toys while you remove one at a time and children guess what is missing.
41. **Polar pal play.** Kathy Fagella. *First Teacher*, January/February 1992. Reproducible puzzle patterns for a polar bear, seal, reindeer and penguin, and four different games to play with them. Also included is a short explanation of each animal.
42. **Simply super scissor skills.** Susan Entz. *First Teacher*, March/April 1999. Lots of cutting practice can take place with these games and activities. Included is a simple scissor skills checklist that will help providers appropriately estimate the earliest a child can be expected to perform various scissor tasks.



## **School-age**

43. **Football bean bag toss.** TLC Press, August 21, 2000. This is an easy-to-make after-school game to help children understand the rules of football.
44. **Make your own jewelry.** Adrienne Stolarz. *FamilyFun*, May 2001. "A see-through necklace, a nuts-and-bolts bracelet and other fashion creations your kids can design for a song." Definitely cool!
45. **Paper chase: How to make handmade and marbled papers.** Jilann Severson. *Better Homes and Gardens*, July 1992. Directions for beautiful paper art: bowls and vases, stationery, and sculptures.
46. **Poetry for friends.** TLC Press, February 5, 2001. Kids can have fun writing poetry together with the simple formula for Haiku-poetry, three lines that do not need to rhyme.
47. **Quick to make: Needlebooks for handstitchers.** Christine Anderson. *Threads*, March 2001. For older school-agers who delight in craft projects involving fine motor skills, here are the directions for making a cloth book that can store needles for other stitching and embroidering projects.
48. **Secret messages.** TLC Press, February 12, 2001. Disappearing ink never loses its attraction for children who are fascinated by it and other codes described here. A bonus activity is an easy mobile school-agers can make for infants.
49. **Ten best summer crafts: T-shirts, a tepee, and other great projects for a leisurely summer afternoon.** Cindy Littlefield. *FamilyFun*, June/July 2001. Stencil art, paper plate and pipe-cleaner bugs, terra-cotta bird bath, and water-filled bracelets are some of the other crafts. These ideas do not have to be limited to summertime. Also included are the top ten favorite craft ideas from past issues, i.e., a dollhouse from recyclables, a milk jug skeleton, and a piñata, found on the Internet at: [www.FamilyFun.com](http://www.FamilyFun.com)

(Articles continued on page 15)



# CHILD CARE CONNECTIONS

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## EXPLORING THE FASCINATING WORLD OF SCIENCE

By *Ann Ramminger*  
*Early Childhood Outreach Specialist*  
*UW-Extension*

Young children constantly explore the world around them. This exploration helps them gain concepts about the physical world.

With guidance from adults, children begin to comprehend order and relationships in their environment.

Awareness and knowledge about science grows out of:

- ♦ *Observations*
- ♦ Forming of *hypotheses*
- ♦ *Experiments* to test hypotheses
- ♦ *Measurement* of results

Consider the possibilities of weaving science awareness into many aspects of your classroom for all ages. It is an exciting way to learn!

### **Incorporating Nature and Natural Objects**

☒ *Inside* — Create a cozy science area that is appealing to children. Gather objects such as shells, rocks, tree bark, twigs, leaves, pine cones, driftwood, feathers, dried flowers and other interesting things. Encourage families, friends, parents and children to add to the collection.

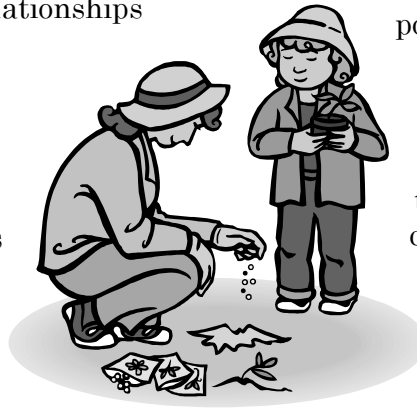
Encourage children to explore these materials by looking at them with a magnifying

glass, weighing them, sorting them and arranging them. Learning to sort and order objects is a fundamental math skill, necessary for later number learning.

Add color paddles, prisms, binoculars, compasses, kaleidoscopes, sensory bottles, and other materials on a rotating basis to keep the area interesting. Books, magazines and posters will enhance this area.

Try adding simple guides to birds, trees, plants and animal tracks.

Take pictures of children involved in exploring science and put them in this area and elsewhere in the classroom.



☒ *Outside* — Go for walks with the children. Watch and listen for birds. Take your guide book along to identify them. Look at trees, feel

the bark, look at the shape of the leaves and find seeds or nuts from the trees.

Look at flowers, talk about their colors, shapes and sizes.

Study bugs, and explain to the children how we need insects to pollinate plants.

Talk about how things grow. Plant some flowers or vegetables outside. Think about growing native plants such as prairie grasses. Watch the excitement of the children as they grow. Look for animal tracks in the snow.

*continued on next page*



## EXPLORING THE FASCINATING WORLD OF SCIENCE

### Nurturing Living Things

✠ **Plants** — Growing plants in the classroom makes the air healthier and provides a chance for children to see things grow year round.

Try growing some flowers or vegetables from seed, plant a bulb and wait for it to grow/flower or have a classroom plant that is cared for every day. Expand the learning by doing charts or graphs on how many days it takes the seed to sprout or how tall the plant is every day. You could measure how much water it takes when the plant is cared for or count how many flowers a plant can produce.

Be sure to only use non-toxic plants. The

poison control center has a sample packet of materials, which includes a brochure called *Common Plants, What's Poisonous and What's Not*. Call them at (800) 815-8855 to obtain the sample packet.

A few plants that are non-toxic and are easy to take care of are African Violets, Coleus, Crocus, Grape Ivy, Impatiens, Jade plant, Petunia and Spider plant.

Vegetables such as lettuce or peas can be easily grown in a big pot inside. You could even try growing some herbs such as sweet basil or parsley!

✠ **Animals** — Caring for living things can be a great way to strengthen compassion

## Early Childhood Excellence

*Actual vignettes of "Promising Practices" from Wisconsin's Early Childhood Centers of Excellence*

### SCIENCE IS PINK AND GREEN

#### Dane County Parent Council in Madison, Wisconsin

The teacher had made a chart called "Mixing Colors." She had four lines with a (blank space) + (blank space) = (blank space). She velcroed a white circle in the first blank and a red circle in the second blank. Then she asked the children, "What color do you think white plus red will make?" The children responded, "orange, red and blue." The teacher told them that they would be painting at the easel with red and white paint today to see what color it makes when you mix them together.

Later during free choice time a child was painting at the easel. He shouted out with excitement, "Red and white make pink!" The teacher replied, "That's a good discovery." After choice time the children came back to the circle rug. The teacher asked the children what color is made when you mix red and

white together. All the children yelled out "pink". The teacher put up a pink circle on the chart after the = sign. The teacher told the children that tomorrow they would mix blue and yellow.

The teacher was making science come alive for the children. By using a chart that showed each day what different colors would be mixed, the children were being encouraged to hypothesize what would happen when you mixed two colors together. Then they were allowed to test out their hypothesis through a hands-on activity, an experiment. Finally, the teacher reviewed the results with all children.



It's no accident that this sequence sounds a lot like the mantra of the

High-Scope curriculum: plan – do – review. Children were learning the basic scientific concept that two things can be added together to create something new. More importantly, they were learning that knowledge comes from your own systematic observations of the world (also known



## EXPLORING THE FASCINATING WORLD OF SCIENCE

in children.

Fish can be soothing to watch. A worm garden can teach about animals helping us in nature. Butterfly gardens or birds can inspire children to notice patterns of color and rhythms in song.

Children can learn responsibility by helping to care for the animals. Teachers can expand upon the learning by adding books, posters, photographs and activities that explore the world of the classroom animal.

Be sure to check into allergies of the children in your classroom before getting a pet with fur or feathers.

### Utilize Community Resources

➤ Take a field trip to a botanical garden, greenhouse, park, prairie, forest, planetarium, pet store, veterinarian or zoo. Involve the children in formulating questions before the trip and expand on the interest generated after the trip in the classroom.

➤ Call a variety of organizations such as The Audubon Society, The Nature Conservancy, a local nature center or a state park to arrange for a resource person to visit the classroom. Some of these organizations will also provide free materials.

➤ Ask parents to share their interests, experience and materials.

➤ Educate yourself. There is a wonderful publication titled, *Adult Environmental Education Calendar*. It features workshops/trips in environmental education in a variety of locations in the state of Wisconsin. To obtain a copy, write to: Environmental Resources Center, School of Natural Resources, University of Wisconsin-Cooperative Extension, 1450 Linden Drive, Room 216, Madison, WI 53706.

### Simple Science Experiments

Simple science experiments could be placed in this area for children to participate in and observe.

- Try a magnet experiment. What do magnets

attract/not attract? Make a chart and talk about what types of things a magnet will pick up.

- Put a celery stalk with leaves on it in a glass of water with red food coloring. Ask the children what they think will happen and write it down. Later, cut across the stem of the celery stalk and ask the children why they think the red is in certain places. Explain the red spots are the veins that carried the water up the leaves. Generalize that plants carry food from the ground up through the roots or veins.

### Cooking

Cooking is science in action. Children can watch physical and chemical changes take place – bread rising, whipping cream solidifying into butter, oranges squeezed into orange juice.

Cooking introduces scientific concepts such as units of weights and measures. Enhance pre-reading and number skills during your cooking project by making your own large recipe chart and pointing to the numbers and words as you cook with the children.

It is a lot of fun to eat your science

Ann Ramming is an Outreach Specialist at the University of Wisconsin-Extension. She is working one-on-one with early care and education teachers in Wisconsin's



### **"Exploring the Fascinating World of Science"** **RESOURCES FOR TEACHERS**

1. Child Care Information Center. *Newsletter*. Materials to borrow, information services, child care pamphlets and referrals. [www.dpi.state.wi.us/ccic](http://www.dpi.state.wi.us/ccic) or 800-362-7353.
2. Croft, D. J. & Hess, R. D. (1975) *An Activities Handbook for Teachers of Young Children*. Boston, MA Houghton Mifflin Company.
3. Helm, J.H. & Katz, L. (2001) *Young Investigators, The Project Approach In The Early Years*. New York, N.Y. Teachers College Press.
4. National Association for the Education of Young Children. *Early Childhood Resources Catalog*. Books, posters, videos.





# Early Childhood Excellence

*Actual vignettes of "Promising Practices" from Wisconsin's Early Childhood Centers of Excellence*

## PURPLE PLATES & TEETH

### Care Plus Family Day Care Center in Madison, Wisconsin

One of the items served at snack was raw purple cabbage. The children really liked it! The teacher and children discussed how the cabbage turns their teeth purple. Then the children noticed that the paper plate that held the cabbage was turning purple. This fascinated the children.

Later in the day the teacher let the children experiment with the cabbage during choice time. The children put shredded cabbage between two pieces of paper and used rolling pins, plastic hammers and their hands to press the cabbage onto the paper. The teacher asked the children, "What do you think will happen when we do this?" One child responded that "it would make designs". The teacher suggested to the children that they have their parents guess how they made these pictures.



Science is more than just an area of the classroom (the "science corner"). The children marveled that their teeth turned purple, and so did the paper plates! The teacher expanded upon this natural curiosity and sense of wonder by letting the children investigate further through a creative art project. This bright teacher was using Emergent Curricula. From the children's ongoing activities, something emerges that fascinates them, often in an unplanned way like in this example, and then the teacher uses that fascination to teach. In this case, the basic scientific concept of plant-based pigments was introduced to the children.

## MOVE OVER, MR. VAN GOGH

For more "Promising Practices," visit the Early Childhood Excellence website at <http://www.uwex.edu/ces/flp/ece/promprac.html>

### Children's House Montessori in Eau Claire, Wisconsin

The teacher is working with a boy matching color tiles. He easily matches all the colors. The teacher then challenges him by setting out a green tile and asking, "What two colors make this color?" He doesn't know. She gives him a hint that one is blue. He still can't figure out what the other one is. Then the teacher sets out a red tile and a white tile and asks what color he would have if he mixed those two together. He makes two guesses before saying pink. She takes him over to the easel and lets him try mixing the colors. First he puts blue paint on the paper. Then he cleans his brush and adds yellow. As he brushes it turns green right before his eyes. He is so excited that he almost jumps into the air. Next he tries red and white and again he is very excited by the transformation.

The child is involved in an activity that is easy for him. The teacher wants to give him a challenge, but the challenge she offers him turns out to be a little too challenging. This matching of task difficulty with the cognitive abilities of the child is the essence of great teaching. Terrific teachers give children puzzles that are just slightly more difficult than their previous best effort. (Psychologists have a lovely phrase for this: they call this a "delicate cognitive mismatch.")

Knowing that children learn best through direct experience she offers him the opportunity to experiment and observe what happens. His excitement shows what a big impact this learning had for him.

## CHILD CARE CONNECTIONS

Child Care Connections is a publication of the University of Wisconsin-Extension, in cooperation with:

- State of Wisconsin Early Childhood Excellence Initiative
- University of Wisconsin-Madison
- State of Wisconsin Department of Workforce Development (DWD)
- State of Wisconsin Department of Public Instruction Child Care Information Center (CCIC)

Special thanks to Lita Haddal, CCIC; and Dave Edie, Director of the Office of Child Care  
For more information contact Susan Angell at (877) 637-6188



## **Mixed Age**

50. **Day & night games.** *TLC Press*, November 27, 2000. These activity ideas contrast shadows and light, day and night, and include shadow tag, flashlight games, shadow boxes.
51. **Don't know what to do? Try something new!** Jeannine Perez. *First Teacher*, September/October 1997. Many ideas for math, science, art, movement and cooking activities, including a recipe for bread sculpture dough and a magazine scavenger hunt.
52. **Fresh pickles.** Susan Entz. *First Teacher*, July/August 1997. Recipe for pickles kids can make. Also, directions for pickling a giant cucumber grown in the jar it gets canned in.
53. **I did it on the computer! Easy-to-make crafts using the computer.** Diane Kendall. *Early Childhood News*, January/February 2001. Using special paper, computer designs can be printed on stickers, decals, magnets, iron-on transfers, and even fabric. Article includes shopping information.
54. **It's in the dough.** Tania Cowling. *First Teacher*, July/August 1997. This is the ultimate play dough article, featuring four recipes and a history of the commercial product, Play-doh.
55. **Making bread: Observing changes.** Kathy Faggella. *First Teacher*, May/June 1998. A recipe for quick and healthful bread for kids to make and eat.
56. **Play with paper.** *Texas Child Care*, Winter 2000. Over 15 clever toddler, preschool and school-age ideas, using paper.
57. **Raising butterflies.** Jeannine Perez. *First Teacher*, May/June 1998. Directions for protecting a caterpillar so that it can form a chrysalis and eventually emerge as a butterfly.
58. **Science games.** Susan Entz. *First Teacher*, March/April 1998. Directions for acting out science principles, reenforcing basic concepts such as, gravity, magnetic attraction, and levers.
59. **Sidewalk math.** *TLC Press*, June 19, 2000. Use the sidewalk or blacktop to draw and measure on with chalk.
60. **Snacks on a string.** Kathy Faggella. *TLC Press*, June 19, 2000. Thread various snacks, such as dried apricots and pretzels, on a string and have fun eating your "necklace".
61. **Spring scavenger hunts.** Gail P. Jones. *First Teacher*, May/June 1999. Turn a nature walk into an adventure by choosing different things to look for or different ways of looking, such as a smelling scavenger hunt.
62. **Stick with stickers.** Susan Tersoff. *First Teacher*, March/April 1998. Stickers can be teaching tools for math, colors, and storytelling. 12 ideas for using stickers in your center.
63. **The giving center.** Sherry Burrell. *First Teacher*, September/October 1998. Children love presents. This center idea is designed to affirm children's natural generosity by allowing them to gift wrap their creations to their hearts' content and attach cards to their packages. Included are directions for dying gift wrap from paper towels or napkins.
64. **Water play for summer fun.** *Texas Child Care*, Summer 2000. Water play must be made available to children of all ages year round, whether in the backyard or in the bathroom. Props and specific activity ideas include ice cube painting, water magnifying, and water purifying.





# Books-to-Borrow



by Glenna Carter, CCIC Acquisitions Librarian

## Preschool Activity Books

CCIC has many, many activity books available for you to borrow. This is a selection of some of our pre-school activity books (with one book on adult learning). If you work with younger or older children, please call us at 1-800-362-7353 to request CCIC Newsletter 36 for a list of our infant/toddler activity books and/or Newsletter 39 for school-age activity books if you don't already have these back issues in your files.

## Adult Education

65. **Early childhood workshops that work: The essential guide to successful training and workshops.** Nancy P. Alexander. Beltsville, MD: Gryphon House, 2000. Excellent advice and activities for training adults.

## General Preschool Activities

66. **101 easy wacky crazy activities for young children.** Carole H. Dibble. Beltsville, MD: Gryphon House, 2000. Quick, simple, open-ended activities guaranteed to delight and surprise children and encourage them to take charge of their own learning.

**Active learning... series.** Debby Cryer. Menlo Park, CA: Addison-Wesley. Each of these books has simple-to-follow, developmentally coded ideas for over 300 activities based on a child's abilities and covering all areas of development.

- 67. **Active learning for threes.** 1988.
  - 68. **Active learning for fours.** 2000.
  - 69. **Active learning for fives.** 1996.
70. **Building walls of wombats: Constructing knowledge with young children.** Joy Lubawy and Bebe Jarratt. Castle Hill, Australia: Pademelon Press, 1999. Ideas are like bricks used to make a wall of knowledge. If one learning brick does not fit a child's situation, the authors see the teacher's role as providing a variety of bricks that can be used to change the wall. In this book, they tell lighthearted, entertaining stories to show how they help children construct solid foundations for lifetime learning.
71. **Idea bags: Activities to promote the school to home connection.** Sharon MacDonald. Torrance, CA: Fearon Teacher Aids, 1999. An "idea bag" is a brown paper lunch bag filled, not with homework, but with fun activities parents can use at home to help further their preschool children's learning.
72. **The inclusive early childhood classroom: Easy ways to adapt learning centers for all children.** Patti Gould. Beltsville, MD: Gryphon House, 1999. A resource manual on how to adapt your regular activities for children with special needs. The concrete suggestions are easy to follow, and many of the modifications are useful and interesting to typical children, too.
73. **More than letters: Literacy activities for preschool, kindergarten, and first grade.** Sally Moomaw and Brenda Hieronymus. St. Paul, MN: Redleaf Press, 2001. Many kid-tested ideas for nurturing children's interest in basic reading and writing and for creating a literacy-rich environment in all areas of the classroom.



74. **Move & learn: A kaleidoscope of creative movement activities for literacy development.** Karen Kane. Grand Rapids, MI: Instructional Fair, 1998. Dozens of cross-curricular movement activities inspired by children's picture books. Kinesthetic learners preK-2<sup>nd</sup> grade will love this integration of movement and literature, and so will everyone else.
75. **Multisensory theme-a-saurus : The great big book of sensory learning.** Gayle Bittinger. Torrence, CA: Totline Publications, 1997. 76 themes, each with seeing, touching, hearing, smelling, and tasting activities.
76. **The optimistic classroom: Creative ways to give children hope.** Deborah Hewitt. St. Paul, MN: Redleaf Press, 1998. Over 70 easy, practical activities to teach children hope and help them develop the ten internal strengths they'll need to meet today's challenges. Written for preschoolers, but includes variations for toddlers and school-agers.
77. **Project Spectrum: Early learning activities.** New York: Teachers College Press, 1998. Enriching activities for preschool and early primary based on multiple intelligences and building on children's individual areas of strength. Includes mechanics and construction, science, music, movement, math, social understanding, language, and visual arts activities.
78. **Star power for preschoolers: Learning life skills through physical play.** Andrew Oser. St. Paul, MN: Redleaf Press, 1997. Detailed instructions for 64 physical games and exercises to help preschoolers develop concentration, relaxation, cooperation, imagination, and self-esteem.
79. **Start smart! : Building brain power in the early years.** Pamela Byrne Schiller. Beltsville, MD: Gryphon House, 1999. This excellent resource takes the latest research in brain development and draws from it simple, straightforward, fun activities that boost brain power in children.
80. **Tell it again! : Easy-to-tell stories with activities for young children.** Shirley C. Raines. Beltsville, MD: Gryphon House, 1999. A collection of beloved children's stories, each with storytelling tips and open-ended activities to encourage children's creativity, listening, communication, imagination, and problem-solving skills.
81. **Tell it again! 2: Easy-to-tell stories with activities for young children.** Rebecca Isbell. Beltsville, MD: Gryphon House, 2000. More stories with follow-up activities.

## **Arts and Crafts**

82. **The big messy art book: But easy to clean up.** MaryAnn F. Kohl. Beltsville, MD: Gryphon House, 2000. These big art activities combine for children the joy of creativity, the delight of imagination, and the thrill of an art adventure.
83. **Cooking art: Easy edible art for young children.** MaryAnn F. Kohl. Beltsville, MD: Gryphon House, 1997. 150 really yummy art activities children can make and eat.
84. **Easel art.** Liz Wilmes. Elgin, IL: Building Blocks, 1997. Ideas for doing art in new and different ways. Paint with a broom or a feather duster or a clump of crayons. Paint on easels, walls, outside fences, large boxes, and more.
85. **The giant encyclopedia of art & craft activities for children 3 to 6: More than 500 art & craft activities written by teachers for teachers.** Beltsville, MD: Gryphon House, 2000. The winners of a nationwide competition, these activities include both teacher-directed craft activities that have a specified outcome and child-centered art activities that do not have a pre-set outcome but encourage the child to decide what the end result will be.



*For news of the heart,  
Ask the face.  
-Hausa proverb*

86. **More than painting: Exploring the wonders of art in preschool and kindergarten.** Sally Moomaw. St. Paul, MN: Redleaf Press, 1999. Thoughtfully planned art activities and art center set-up suggestions, plus information on how to talk with children about their art and recognize the stages in a child's artistic development.
87. **Preschool art: "It's the process, not the product".** MaryAnn F. Kohl. Beltsville, MD: Gryphon House, 1994. Over 200 process-oriented, open-ended art activities for children 3-6 using materials commonly found in a home.

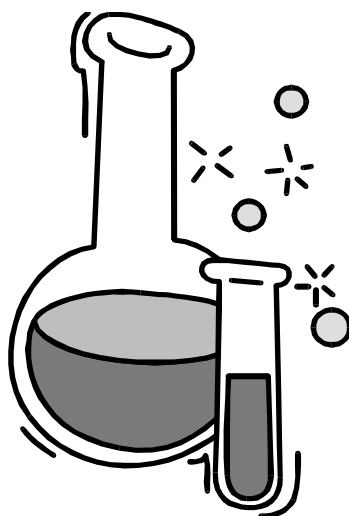
### **Field Trips**

88. **Field trip theme-a-saurus: The great big book of field trips with extended classroom activities.** Joann Spears. Torrance, CA: Totline, 1999. Great ideas for field trips for children ages 3-5, plus activities that extend the learning into the classroom after the adventure.
89. **Open the door, let's explore more! : Field trips of discovery for young children.** Rhoda Redleaf. St. Paul, MN: Redleaf Press, 1996. Activities to do before, during and after field trips to reinforce learning while having fun.

### **High/Scope**

90. **100 small-group experiences: The teacher's idea book 3.** Michelle Graves. Ypsilanti, MI: High/Scope Press, 1997. 100 activities to make small-group time a meaningful, active, and interesting learning experience for both children and adults.
91. **Planning around children's interests: The teacher's idea book 2.** Michelle Graves. Ypsilanti, MI: High/Scope Press, 1996. Children's interests are a rich source of activity ideas, and whatever a child's interests, this book will give you ideas for related learning activities.

### **Math And Science**



92. **Creating child-centered materials for math and science.** Judith Rothschild Stolberg. Washington, DC: Children's Resources International, 1998. More than 80 hands-on, clearly illustrated preschool math and science activities with step-by-step instructions on how to set them up using low or no-cost household or outdoor materials.
93. **Discovery science: Explorations for the early years: grade pre-kindergarten.** David A. Winnett. Menlo Park, CA: Addison-Wesley, 1996. Hands-on learning center activities to help children actively solve problems and construct scientific knowledge rather than passively taking in information.

94. **The giant encyclopedia of science activities for children 3 to 6: More than 600 science activities written by teachers for teachers.** Beltsville, MD: Gryphon House, 1998. The result of a nationwide

contest, these activities require no special equipment and promise to activate children's curiosity and teach them critical science skills.

**More than... series.** Sally Moomaw. St. Paul, MN: Redleaf Press. Activities to engage children and help them develop a rich understanding of the subject involved.

95. **More than counting: Whole math activities for preschool and kindergarten.** 1995.
96. **Much more than counting: More math activities for preschool and kindergarten.** 1999.
97. **More than magnets: Exploring the wonders of science in preschool and kindergarten.** 1997.

## **Music**

98. **The I can't sing book for grownups who can't carry a tune in a paper bag...But want to do music with young children.** Jackie Silberg. Beltsville, MD: Gryphon House, 1998. If you can tap two spoons together, sway from side to side, or twang a rubber band, you can have a great time sharing music with young children, and this book will show you how.
99. **More than singing: Discovering music in preschool and kindergarten.** Sally Moomaw. St. Paul, MN: Redleaf Press, 1997. Over 100 joyful, child-centered music activities for both music teachers and music novices, with an audiocassette that contains all 58 songs in the book.

## **The Project Approach**

100. **Engaging children's minds: The project approach.** 2nd edition. Lilian Katz. Stamford, CT: Ablex Pub. Corp., 2000. An introduction to the principles and practices of the project approach with lots of examples of what can happen when children get deeply involved in projects that are important to them.
101. **Rearview mirror: Reflections on a preschool car project.** Sallee Beneke. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, 1998. To show the project approach in action, this book documents one preschool class's exploration of the automotive laboratory next to their community college classroom.
102. **Reflecting children's lives: A handbook for planning child-centered curriculum.** Deb Curtis. St. Paul, MN: Redleaf Press, 1996. This is not an activity book per se, but you might want to borrow it if you are interested in the videos *Children at the Center*, *Setting Sail*, and *Thinking Big* listed elsewhere in this newsletter. It will give you lots of ideas on following children's lead and offering activities for emergent curriculum projects.
103. **Young investigators: The project approach in the early years.** Judy Harris Helm. New York: Teachers College Press, 2001. All children are natural-born investigators and love projects that let them explore and represent complicated things. Text and color photos show groups of children making a backhoe loader, a garden tiller, a bulldozer, a car, a bus, and firefighter equipment.

## **Recyclable Materials**

104. **Beautiful stuff! : Learning with found materials.** Cathy Weisman Topal. Worcester, MA: Davis Publications, 1999. In keeping with the Reggio Emilia approach, the authors use hundreds of color photographs to document the real-life experiences of a class of 4-year-old children as they collect, explore and use found and recyclable materials.
105. **Learn and play the recycle way: Homemade toys that teach.** Rhoda Redleaf. St. Paul, MN: Redleaf Press, 1999. Children will love making drums from coffee cans, cactus gardens from peanut butter jars, planters from plastic bleach bottles, and all of the other creative and fun toys in this book.

## **Transitions**

106. **Transition magician 2: More strategies for guiding young children in early childhood programs.** Mary Henthorne. St. Paul, MN: Redleaf Press, 2000. Over 200 "emergent transitions" based on the idea that activities for in-between times should involve topics that interest your children and should change as their needs, abilities, and interests change.
107. **Transition tips and tricks for teachers.** Jean Felman. Beltsville, MD: Gryphon House, 2000. Attention-grabbing, creative activities to turn potentially stressful transitions into fun learning experiences based on the latest brain research.

# Audiovisuals-to-Borrow

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## Preschool Activity Videos



### Art Activities

**108. Creative representation.** Ypsilanti, MI: High/Scope Press, 1999. VHS, color, 40 min. + viewer guide + booklet. Preschool children represent their experiences through imitation, pretending, drawing, painting, and model-making. This tape explains the six High/Scope key experiences in creative representation and shows how to help children develop creative and critical thinking skills through art activities.

**The visual arts: Experiencing and learning series.** Barrington, IL: Magna Systems, 2000. 4 VHS, color, 29 min. videotapes + workbook. In these four videos, we see three- to five-year-old children in various settings experiencing and learning through the visual arts. While we watch the children's art activities, their teachers explain their goals and methods and what is occurring in the classroom.

- 109. Drawing and finger painting.**
- 110. Painting.**
- 111. Modeling.**
- 112. Construction.**

### Play Activities

**113. Dramatic play: More than playing house.** Washington, DC: NAEYC, 1997. VHS, color, 30 min. Shows the many ways in which children's development benefits from dramatic and sociodramatic play across the curriculum. Gives ideas for prop boxes and thematic play and examines the important role of adults in supporting dramatic play.

**114. Music play: Bah-bah, be-bop, Beethoven.** Washington, DC: NAEYC, 1998. VHS, color, 55 min. This non-traditional approach to music uses playful activities with tone, rhythm and movement to guide young children in improvising their own music and not just imitating other people's songs.

**115. New games for a child care setting.** Washington, DC: NAEYC, 1997. VHS, color, 29 min. Emphasizing the benefits of active play for young children, this program suggests several new, simple games that offer enjoyable, noncompetitive, structured physical activity and skillbuilding for preschoolers and school-age children.

**116. Structured play: Gross motor activities for every day.** Washington, DC: NAEYC, 1995. VHS, color, 29 min. Gross motor play is an important part of each child's development, and physical activity in their early childhood program is especially important for girls, who may not have other opportunities. This tape gives ways to incorporate developmentally appropriate, purposeful, democratic, safe and supportive structured play throughout the day. Also covered are movement concepts, goals and skills.

### The Project Approach

**117. Children at the center: Reflective teachers at work.** Seattle, WA: Harvest Resources, 1997. VHS, color, 24 min. + trainer's guide. A fascinating and challenging first hand look at how teachers in two early childhood programs began to shift their thinking and practice to become more authentically child-centered.

- 118. Setting sail: An emergent curriculum project.** Seattle, WA: Harvest Resources, 1997. VHS, color, 19 min. + viewer's guide. The story of one in-depth, long-term emergent curriculum project that teachers undertook with preschoolers. The project focused on the sailing and sinking of the Titanic and began when a child came to the center singing a song about the Titanic he had learned from his dad.
- 119. Thinking big: Extending emergent curriculum projects.** Seattle, WA: Harvest Resources, 1999. VHS, color, 26 min. Offers a look at how teachers in an early childhood program let the interests of the children determine the focal point for the curriculum.

## **Science Activities**

- 120. Exploring science and nature.** Washington, DC: NAEYC, 1995. VHS, color, 30 min. The appropriate way for children to learn about science is through exploration. This tape describes many simple everyday activities that give children opportunities to observe, classify, compare, communicate, infer, predict, use numbers, measure, understand space/time relationships, appreciate nature, and care for our environment.

**Science: Anytime, anyplace series.** Barrington, IL: Magna Systems, 2000. 6 VHS, color, 28 min. videotapes + workbook. These six tapes show science activities in actual classrooms as the teachers shown observe and comment on what the children are doing and how they as teachers encourage and support children's efforts. Starts from the point of view that "the most important aspect of science education for young children is that they learn to explore, to develop their own criteria, to make guesses of hypotheses about why things are the way they are, and to figure out how to prove these guesses. Learning scientific facts is not essential at this stage of development."

- 121. Animals.**
- 122. Plants.**
- 123. The human body.**
- 124. Weather, light and shadow.**
- 125. Motion and machines.**
- 126. Water and sand.**

## **Storytelling**

- 127. Far ago and long away: Innovative storytelling.** Washington, DC: NAEYC, 1999. VHS, color, 29 min. Expert storytellers show how adults can polish their storytelling skills and help children imagine, tell, and act out their own stories.



*I always felt honored when a child  
would unconsciously call me grandma.  
-Sister Regina Flynn*

## **Transition Activities**

- 128. Creative transitions.** Lubbock, TX: Creative Educational Video, 1996. VHS, color, 33 min. + study guide. Twenty to 35 percent of activity time in child care centers is spent in transitions. This tape gives you information and examples to make the most of transition time.

# Resources Elsewhere

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## Readymade Craft Curriculum and Activity Clubs

Tabletime Projects (monthly art & learning project packets for 2-5 year-olds)  
518 Jackson St  
Ft. Atkinson, WI 53538  
1-888-798-2255

The Mailbox (magazine) 1-800-334-0298

Teacher's Helper (reproducible handouts) 1-800-334-0298

The Education Center (monthly idea book) 1-800-832-2909

Classroom Beautiful (bulletin board club) 1-800-832-2909

The Activities Club (52 weeks/ 17 theme-based curriculums) 1-800-873-5487 or (617) 924-2309

Mother Goose Time (packets) 1-800-523-6933

Totline (magazine) 1-800-421-5565

First Teacher (magazine) 1-800-745-3400

TLC 1-800-745-3400

HighReach Learning (curriculum packets) 1-800-729-9988



## "Camp is for the Camper" Online Course

For \$7.50-\$12.95 per staff member, senior camp staff can lead their staff through 8 hours of training on behavior management in a camp setting. Each course is customized for individual camps and staff, using the Internet as a means of connecting staff and instructors before camp start dates.

Contact:

American Camping Association  
5000 State Road 67 North  
Martinsville, IN 46151-7902  
Phone: 1-800-428-2267.

## Free (& Near Free) Supplies

Order free or low-priced supplies from this free quarterly catalog. Let children use their imaginations with sturdy, unusual materials gathered from surplus markets. Excellent for open-ended art and science projects, math manipulatives, or storage containers. Many Velcro products.

Contact:

Creative Educational Surplus,  
1000 Apollo Road,  
Eagan, MN 55121-2240.  
Phone: 1-800-886-6428.  
Fax: 1-800-681-2245.

Internet: <http://www.creativesurplus.com>

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# Ideas by tante Lita

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## Laundry Detectives

Here's a school-age activity that is practical and teaches self-sufficiency...learning to read laundry labels and actually do laundry!! Visit Mary's Fabric Care Corner at the Tide website, [www.tide.com/neighbor](http://www.tide.com/neighbor), to find a pre-laundry checklist and chart of symbols and washing procedures. Let the kids work with the chart on the computer beforehand. By clicking on the symbols, they will access their definitions and appropriate washing instructions. Other tips to handling laundry, written in simple language, are on the site. Guide children through the whole process of doing laundry, from sorting by color to hanging clothes on the line, as well as learning how to estimate drying time in a dryer. Some of the points to cover from the "Pre-Laundry Checklist" are:

- Check items for special care instruction symbols.
- Empty all pockets.
- Close all buttons, zippers and hooks.
- Separate whites, light colors and dark colors.
- Put delicates in a separate pile.
- Put heavily soiled items in one pile (to isolate the dirt).
- Pretreat stubborn stains.



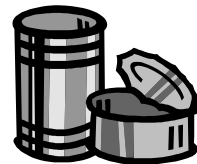
## Huff and Puff Ball

A Boy Scout leader recommends this activity to keep kids willingly occupied while he helps scouts one-on-one or prepares in other ways. Put a ping-pong ball (or several!) in the middle of a coffee table, with the group of kids sitting around it. The goal is to keep the ball(s) on the table by blowing at them. No hands allowed!

## Stew Cake

This is a great recipe that kids can make (mostly!) by themselves. Table knives or even scissors can be used for the cutting of most ingredients. Best of all, besides tasting delicious, it requires little clean-up. All the ingredients are mixed and stirred together directly in a greased 9" x 13" cake pan. Cover and bake at 375° for 1-3/4 to 2 hours. Serves 6-8.

- 1 can (14 ½ ounces) diced tomatoes (juice and all!)
- 1 cup water
- 3 tablespoons quick-cooking tapioca
- 2 teaspoons sugar
- 1½ teaspoons salt
- ½ teaspoon pepper
- 2 pounds lean beef stew meat, cut into 1-inch cubes (or small steaks or meatballs\*)
- 4 medium carrots, cut into 1-inch chunks (or 2 cups of ready-peeled baby carrots)
- 3 medium potatoes, peeled and quartered (or 10 scrubbed new, or salad, potatoes)
- 2 celery stalks, cut into 3/4-inch chunks
- 1 medium onion, cut into chunks
- 1 slice of bread, cubed



\*Hamburger mixed with 1 tablespoon Worcestershire sauce, 1 egg, and salt & pepper to suit personal taste.

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# Phone: 1-800-362

## Ordering Information:

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***Our service is free; return postage on borrowed items is your only expense.***

- ♥ **Choose** the items you wish to order before you phone.
- ♥ **Phone** 1-800-362-7353, or (608) 224-5388, to place your order. Fax or email may also be used.
- ♥ **Identify** the newsletter issue number and the number(s) beside the item(s) to order or borrow.

The loan period on videos and audiocassettes is one week. The loan period for books is two weeks. Articles, brochures and factsheets do not need to be returned. You may order as many items as you wish. Items-to-borrow are sent out a few at a time, depending on when they become available and whether you still have items checked out. Things featured in the most recent newsletter are popular. Let us know if you will accept a substitution or have urgent need of information on this topic immediately. If you have dates by which you need to have material, we will try to help you out. Once again, we remind you that a delay in returning your materials means someone else must wait; lost and unreturned items mean other providers will not have access to those excellent materials.

- ♥ **Give** your name, center name, address, and phone number.
- ♥ **Save** your newsletters! You may need to order materials in the future.

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